
# EMOTIONAL INTELLIGENCE AND YOUR ACADEMIC & PERSONAL SUCCESS

STEVEN J. **STEIN** • HOWARD E. **BOOK** • KORREL **KANOY**

# THE STUDENT EQ EDGE

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Times have certainly changed since we were students. Technologies that we only imagined have become realities in today's world. Personal devices and services such as those once depicted only in futuristic comics (think of Dick Tracy's 2-Way Wrist Radio)—enabling us to speak from anywhere across distances to people elsewhere, magically call up information as wide-ranging as who starred in some obscure movie and what food reviewers say about the closest ten restaurants, instantly video conference with people across the hall or around the globe, and so much more—are now here.

However, some things have not changed very much. We still need to interact with other people. And we need to self-regulate our behaviors and our emotions. Of course, there have always been people who poorly manage these skills. They tend to be more socially isolated, perform worse in their academic courses, and generally wind up with fewer choices in their lives. What *has* changed is that we've come a long way in better understanding the importance of being aware of and managing our impulses, emotions, and behaviors.

In this book, we hope to share with you some of what we've learned about emotional and social intelligence. We've reworked

our internationally successful book for general audiences into this version, specifically adapted for older teens and young adults pursuing their secondary and post-secondary education. Our goal is to provide examples and learning opportunities that can make a difference in your academic as well as your personal life. The book is organized into sixteen areas of functioning—skills that you can learn—that our research has found to be important aspects of emotional intelligence. As psychologists and a psychiatrist, we have found this model to be extremely useful in helping people to both understand their own behavior and that of those around them, as well as be a better manager of both their own and others' behavior.

We welcome your feedback about how we can make this book more accessible to you and your peer group.

# ACKNOWLEDGMENTS

We each came to writing this book from a different path, but we share gratitude for those who have made this book possible. Our families, who displayed infinite patience with the "need to write"; our friends and colleagues, who supplied heavy doses of encouragement; and certainly the people who have told us their stories. Steven thanks the great people at Multi-Health Systems (MHS), who have worked hard to help provide the data and research used throughout this book. Korrel would like to thank the many students she taught during her career at Peace College; working with them provided self-actualization that made work fun, challenging, and meaningful. We also recognize our editor, Erin Null, who demonstrated her own emotional intelligence, balancing constructive suggestions with positive comments.


**Steven J. Stein**, Ph.D., is a psychologist and CEO of Multi-Health Systems (MHS), a leading international test publishing company. He has authored several books on emotional intelligence, including the original *The EQ Edge: Emotional Intelligence and Your Success* (coauthored with Dr. Howard Book); *Make Your Workplace Great: The Seven Keys to an Emotionally Intelligent Organization*; and *Emotional Intelligence for Dummies.* He has shared information on emotional intelligence with audiences throughout the United States, Canada, Mexico, Europe, Asia, and Africa. As well, he has appeared on hundreds of TV, radio, online, and print media productions.

For over a dozen years, **Dr. Howard E. Book's** area of expertise has been benchmarking and enhancing the emotional intelligence of individuals and groups, as well as developing training programs to enhance the strength of this ability. Dr. Book has also written, lectured, and offered workshops on the importance of emotional intelligence and success in the real world internationally. He is a member of the Consortium for Research in Emotional Intelligence in Organizations, part-time faculty at the INSEAD School of Business in France and Singapore, and a former board member of the International Society for

the Psychoanalytic Study of Organizations, and with Dr. Steven Stein he coauthored the book *The EQ Edge: Emotional Intelligence and Your Success.* Dr. Book holds the rank of associate professor, Department of Psychiatry, Faculty of Medicine at the University of Toronto.

**Korrel Kanoy**, Ph.D., is a developmental psychologist who served as a professor of psychology at William Peace University (formerly Peace College) for over 30 years, where she won the McCormick Distinguished Teaching Award and the Excellence in Campus Leadership Award before being named Professor Emeritus in 2012. She has taught college-level courses in emotional intelligence since 1998. Korrel designed a comprehensive approach to infusing emotional intelligence into first-year experience courses, senior capstone courses, and college and university service offices. She has worked with over 200 college students to help them improve their EI and trains people from all over North America to use emotional intelligence instruments such as the EQ-i 2.0 and EQ-i 360. She has published a children's book, *Annie's Lost Hat,* which teaches preschoolers lessons about emotional intelligence through the story. She is a coauthor of *Building Leadership Skills in Adolescent Girls.*

PART 1

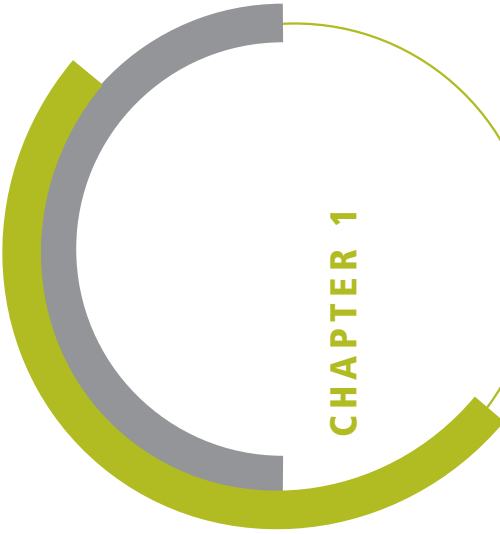
# Introduction

Joe had a lot of book smarts but was lacking some key skills that kept him from getting the grades that he deserved. First, he didn't like asking for help, so he never sought clarification about assignments he did not understand. Second, he almost always underestimated how long it would take him to complete big projects, which often left him cramming to finish most of it the last night. And finally, he often got very impatient when he could not figure out how to do an assignment and quickly gave up.

As he was growing up, Joe's impatience had contributed to other difficulties in his life. His driver's license was suspended a year after he got it because of the seriousness of his speeding offenses. Also, when it came time to choose a college, he had started off applying to only one because of what he had heard about their fraternity parties, but that college had very high acceptance standards and Joe didn't get in. He had to scramble late in the year to get into a college that he didn't really want to attend. All of these challenges Joe faced relate to his emotional intelligence.

# 2

The publication in 1995 of Daniel Goleman's *Emotional Intelligence: Why It Can Matter More Than IQ* (Goleman, 1995) generated a flood of interest in the role that emotional intelligence plays in our lives. Goleman elegantly surveyed years of research into psychological functioning and interpersonal skills, presenting his case to general readers in a coherent and accessible way. The response was seismic. At long last, the so-called soft skills that do so much to determine our success were rescued from the fringe and seriously considered by mainstream educators, business people, and the media.




# Emotional Intelligence: Here to Stay

Emotional intelligence is not a fad or a trend. Nor is it quite as new as many people believe. It seems novel only because it was shuffled aside, sent into hibernation by the 20th century's fixation on "hard" data and rationalism at any cost. Only now, in the 21st century, are the social sciences catching up and coming to grips with those aspects of personality, emotion, cognition, and behavior that were previously judged incapable of being identified, measured, and fully understood. Now they're increasingly recognized as crucial to effective functioning at school, in the workplace, and in our personal lives. Good relationships and coping strategies are keys to our success in every area of human activity, from the initial bonding between parent and child to the ability of teachers to bring out the best in their students.

In fact, one of a number of emotional intelligence breakthroughs took place in the 1980s, when the American-born Israeli psychologist Dr. Reuven Bar-On (1988) began his work in the field. He was perplexed by a number of basic questions. Why, he wondered, do some people possess greater emotional well-being? Why are some

people better able to achieve successful relationships? And—most important—why do some people who are blessed with superior intellectual abilities seem to fail in life, whereas others with more modest intellectual gifts succeed? By 1985, he thought he'd found a partial answer in what he called a person's emotional quotient (EQ), an obvious parallel to the long-standing measure of cognitive or rational abilities that we know as IQ, or intelligence quotient.

But what exactly makes up one's emotional quotient (also called emotional intelligence)? Bar-On's original definition (1997) has been revised to the current definition we use: "A set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way" (Multi-Health Systems, 2011, p. 1). EQ covers everything from how confident we feel, to our ability to express emotions constructively instead of destructively, to our skills in forming successful relationships, to our ability to stand up for ourselves, to setting and achieving goals, to handling the stress we all face.

### The EQ Explosion

What is it about emotional intelligence that has made it so popular all over the world? First, people are excited and relieved to receive confirmation of what they've instinctively known all along—that factors beyond just IQ are at least as important as intelligence when it comes to success in life. In fact, one can make the argument that in order for us to take advantage of and flex our cognitive intelligence to the maximum, we first need good emotional intelligence. Why? Because regardless of how brainy we may be, if we turn others off with abrasive behavior, are unaware of how we are presenting ourselves, or cave in under minimal stress, no one will stick around long enough to notice our high IQs. One day—ideally sooner rather than later—we will assess EQ in schools at least as often as we test IQs.

Second, emotional intelligence is important in navigating the challenges of life, whether you're a teenager, young adult, or grandparent.

Remember Joe? His lack of emotional intelligence hurt his academic performance, and it also contributed to some questionable decisions as a teenager. Joe was more likely to take unnecessary risks without weighing the consequences and to act impulsively, often getting himself into serious trouble. And he wasn't very realistic about which colleges he could get into, so he ended up getting into only one college that he really didn't want to attend.

Emotional intelligence is essential for personal happiness and well-being. It affects your relationship skills and your ability to deal successfully with others. Consider Suzy. Her emotional intelligence helped her to build strong friendships. She was skilled at listening to her peers and made an effort to get to know others and let them get to know her. She always worked effectively on teams and as a result was often asked to lead or serve as captain. Suzy's success in the interpersonal area of her life made her very happy. Even when bad things happened, Suzy was able to maintain a positive attitude because of all the support she got from friends.

Although not all students show the more extreme ends of emotional intelligence as Joe and Suzy do, we all fall somewhere within a continuum. Some of us find it easier to navigate our emotions and social behaviors than others do. The good news is that we can all learn to improve ourselves in these areas.

Young people like Suzy are the ones who will most likely emerge as leaders in their professional careers. Why? Because so much of what we do in the professional world involves working effectively with other people. Leaders who are well-liked and know how to motivate others will get higher productivity levels from people they supervise. Professionals who are good problem solvers, have clear goals, and do their fair share of work on projects get noticed by leaders. Colleagues who elevate the work morale by their positive attitude and cheerful disposition get along better with their peers. So, as you mature, learn more, and develop personally, it's just as important to pay attention to your emotional intelligence development as to your knowledge development.

## Redefining Intelligence, Achievement, and Success

Most of us can remember the smartest person in our class—the class brain, the person who got straight A's and seemed destined to follow a path of uninterrupted triumph. Some of those class brains will be highly successful adults. But others won't.

Now think about other classmates and guess which one or two of them will go on to chalk up major life success. Perhaps they will create and lead companies of their own or become prominent and well-respected leaders in their communities. These future stars in the professional world may be honing their teamwork skills through athletics, learning how to lead a diverse group by serving as a club president, or gaining empathy by engaging in lots of community service. They may not, however, be making straight A's because EQ and IQ are two different things.

It is scarcely a revelation that not everyone's talents fit most school systems' rather restrictive model for measuring achievement. History is full of brilliant, successful men and women who underachieved in the classroom, sometimes dropping out of formal education; this list includes Bill Gates, American astronaut and U.S. Senator John Glenn, and Whoopi Goldberg, among many, many others. But despite these well-known individuals and a growing body of research evidence (which you'll read about in Chapters 19–22), many people believe that success in school equals success in life—or, at the very least, in the workplace. Now that assumption is being overturned, and schools like yours are taking on the challenge of teaching emotional intelligence.

### What Is Success?

Let's define it as the ability to set and achieve your personal and professional goals, whatever they may be. That sounds simple, but of course it's not. An individual's definition of success will quite naturally ebb and flow over time. We want different things and pursue different goals simply because we grow older, accumulate experience,

and shoulder new responsibilities. What is our main concern at any given moment? Maybe it's to get into or graduate from the most prestigious college, to make terrific grades, to be the star of the team, to become a famous pianist, or to have a great romantic relationship. Perhaps we're faced with a serious illness, beside which all else pales in comparison, and success becomes a matter of survival. So much for supposedly simple definitions. But most of us would agree that to succeed on our own terms (or on terms acceptable to us) in a wide variety of situations remains a constant goal.

If you stop to think about your friends and family members—in fact, about many of the students, teachers, and the people you encounter in all sorts of day-to-day settings—which ones do you consider to be the most successful? Which of them seem to enjoy the fullest and happiest lives? Are they necessarily the most intellectually gifted, with the most prestigious job title or the highest income? It's more likely they have other characteristics, other skills, which underlie their capacity to achieve what they desire. And some of those with the highest positions, such as a chief executive officer (CEO) of a company, don't always succeed in that role.

### Why CEOs Fail

In the June 21, 1999, *Fortune* cover article, authors Ram Charan and Geoffrey Colvin indicated that unsuccessful CEOs put strategy before people. Successful CEOs shine—not in the arena of planning or finances, but in the area of emotional intelligence. They show integrity, people acumen, assertiveness, effective communication, and trust-building behavior.

In the late 1990s the CEO of a major corporation, a man who had been groomed for this position for a number of years, was fired after being at the helm for a short time. Although he was an excellent accountant and a first-rate strategist, he lacked people skills. His arrogance alienated workers, his method of dismissing a top-ranking executive was an embarrassment to the board, and his strategies—particularly for a company that sees itself as people-friendly—appeared ruthless and greedy.

Paul Wieand, CEO of a leadership development program in Pennsylvania, was profiled in *Fast Company* at a turning point in his career (Kruger, 1999). He had a resignation letter written, but instead of resigning, he took stock of himself, and he came to understand that strong leadership begins with self-awareness: knowing who you are and what your values are. He accentuated the importance of communication, authenticity, and the capacity for nondefensive listening—nothing to do with strategic planning or budgetary knowledge, but everything to do with emotional intelligence. Wieand's emphasis on self-awareness can be traced back to Peter Drucker, a seminal thinker on management who, in his book *Management Challenges for the 21st Century* (Drucker, 1999), stresses that self-awareness and the capacity to build mutually satisfying relationships provide the backbone of strong management.

Those most familiar with the business world agree that a new CEO has about 90 days to make an impression. According to them, an incoming CEO, having first obtained boardroom backing, should hit the road and hold face-to-face meetings; explain his or her vision and seek the advice of employees at every level; state the company's new goals and find out what stands in the way of their implementation; get a three-ring binder and take lots of notes; deliver bad news quickly and in person, thus putting a cap on lingering doubts; ensure needed political support by cultivating contacts with the appropriate level of government; and be available to and open with the media.

As you can see, not one of these activities involves the evaluation of assets and liabilities, the development of strategic planning exercises, the analysis of financial statements, or an all-consuming focus on the bottom line. Rather, each one depends on—indeed, constitutes—emotional intelligence: listening to and understanding people's concerns, fostering meaningful dialogue, building trust, and establishing personal relationships with all the parties involved.

### Your Best and Worst Teacher

Here's a real-life example from your current world. Take a moment to think about the worst teacher, coach, or supervisor you have ever

experienced—the person who brought dread into your heart at the thought of returning to school, practice, or work the next day. The person that made you—or almost made you—want to quit school, the team, your piano lessons, or your job. Jot down half a dozen of the characteristics that made this person so unbearable.

Now think of the best teacher, coach, or supervisor you ever had—someone you learned from, who understood you and made you want to do better. On the same piece of paper, write down a list of six or seven attributes of that person.

Were the ogre's qualities related to poor knowledge of the subject matter, lack of knowledge of the sport, or bad budgeting skills? We bet not. We bet that most—if not all—of the qualities of the teacher, coach, or supervisor you dreaded did not reflect limitations in his or her IQ, but rather shortcomings in EQ. Here's how you can tell. If you wrote down things like "Yelled at me," "Didn't care about my opinion," "Didn't know my name," "Didn't care if I understood the instructions," or "Was always negative," then you've identified characteristics of a low EQ person.

As for the teacher, coach, or supervisor you might "take a bullet for," chances are your commitment to him or her was also not on basis of IQ, but on EQ. A high EQ teacher, coach, or supervisor would listen to you, show concern about your development, set high goals and communicate them calmly and clearly (and then give you the support needed to achieve them), create a positive environment, and so on.

## What Are the Differences Between IQ and EQ?

Simply put, IQ is a measure of an individual's intellectual, analytical, logical, and rational abilities. As such, it's concerned with verbal, spatial, visual, and mathematical skills. It gauges how readily we learn new things; focus on tasks and exercises; retain and recall objective information; engage in a reasoning process; manipulate numbers; think abstractly as well as analytically; and solve problems by the application of prior knowledge. If you have a high IQ—the average

is 100—you're well equipped to pass all sorts of examinations with flying colors and (not incidentally) to score well on IQ tests.

All that's good—in fact, it's terrific! Yet everyone knows people who could send an IQ test score sky-high, but who can't quite make good in their personal, educational, or working lives. They rub others the wrong way; success just doesn't seem to pan out. Much of the time, they can't figure out why.

The most probable reason is they're sorely lacking in emotional intelligence.

Some people equate emotional intelligence with street smarts or common sense, but EQ is so much more than street smarts or common sense. It has to do with our capacity to objectively assess our strengths, as well as be open to viewing and challenging our limitations, mistaken assumptions, unacknowledged biases, and shortsighted or self-defeating beliefs. Emotional intelligence also encompasses our ability to react appropriately to facts, to solve problems effectively, and to control impulses that could create problems for us. Those high in EI grasp what others want and need and what their strengths and weaknesses are and then work effectively with those people in teams. High EI people remain unruffled by stress; they create meaningful goals and then accomplish them. They are engaging and positive, the kind of person that others want to be around.

Cognitive intelligence, to be clear, refers to the ability to concentrate and plan, to organize material, to use words effectively, and to understand, assimilate, and interpret facts. In essence, IQ is a measure of an individual's personal information bank—one's memory, vocabulary, mathematical skills, and spatial-relations skills. Some of these skills obviously contribute to doing well in life. That is why EQ's detractors are barking up the wrong tree when they claim that anyone who promotes emotional intelligence is out to replace IQ, or to write off its importance altogether. The fact remains, however, that IQ does not and cannot solely predict success in life or in the workplace. EQ, across several studies (Bar-On, 1997, 2004; Bar-On, Handley, & Fund, 2005; Handley, 1997; Ruderman & Bar-On, 2003), accounted for an average

of 30 percent of variation in work performance. When compared with Wagner's (1997) extensive meta-analysis that revealed that cognitive intelligence accounts for approximately 6 percent of occupational performance, the findings presented here suggest that EQ accounts for much more variance than IQ when explaining work performance, especially within a given career. And researchers investigating the relative predictability of IQ and EQ for specific occupations found that EQ accounted for the three most significant predictors, followed by IQ and then three additional EQ skills (Aydin, Dogan, Mahmut, Oktem, & Kemal, 2005).

### Millionaire's Opinions about EQ and IQ

In the book *The Millionaire Mind* by best-selling author Thomas Stanley (2001), he reported the findings of a survey of 733 multi-millionaires throughout the United States. When asked to rate the factors (out of 30) most responsible for their success, the top five were:

- Being honest with all people
- Being well disciplined
- Getting along with people
- Having a supportive spouse
- Working harder than most people

All five are reflections of emotional intelligence. You may wonder how having a supportive spouse relates to emotional intelligence. Good marital relations are heavily influenced by emotional intelligence, as will be demonstrated in the final chapters of this book.

Cognitive intelligence, or IQ, was twenty-first on the list and endorsed by only 20 percent of the multimillionaires. In fact, it ranked even lower when the responses of attorneys and physicians were taken out of the analysis. SAT scores, highly related to IQ, were, on average, 1190—higher than the norm, but not high enough for acceptance to a top-rated college. And what about grade point averages? They came in at an average of 2.92 on a 4.0 scale for these multimillionaires.

### IQ Is Stable; EQ Can Develop

Another major difference between cognitive and emotional intelligence is that IQ is pretty much set. IQ tends to peak when a person is about 17, remains constant throughout adulthood, and wanes during old age. EQ, however, is not fixed. EQ, like IQ, can be measured with a population average of 100 and a range that most people fall between—from 70 to 130. A study of almost 4,000 people in Canada and the United States concluded that EQ—which can range from below 70 to above 130—rises steadily from an average of 95.3 (when

**Figure 1.1** EQ-i over the Age Span

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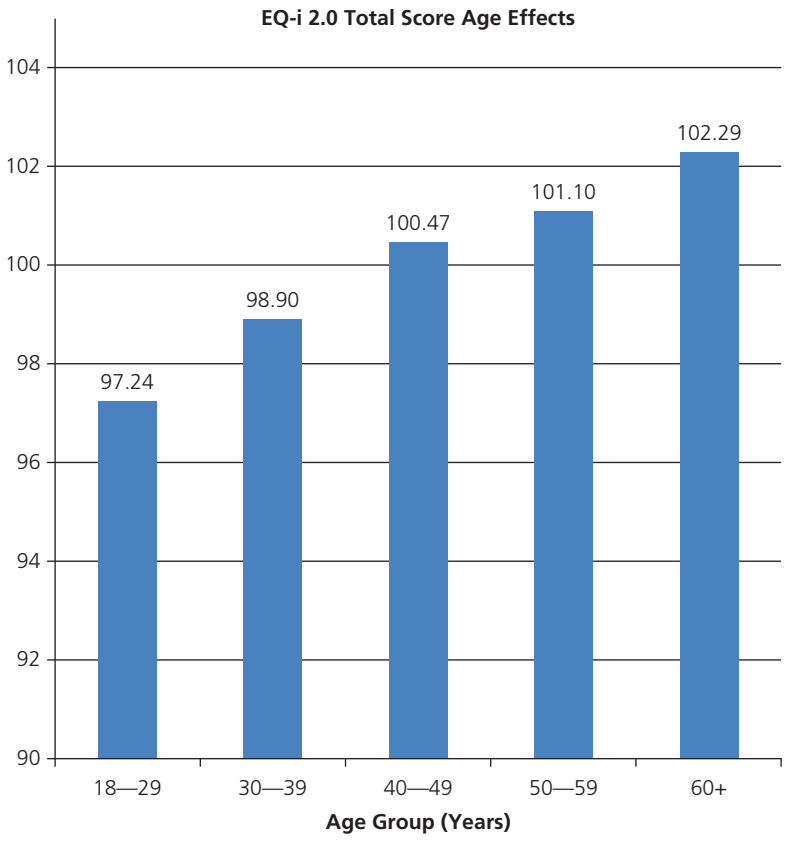

you're in your late teens) to an average of 102.3 when you're in your sixties (Multi-Health Systems, 2011).

Now you know the major differences between IQ and EQ. But one or two misconceptions remain. For example, some people persist in confusing EQ with other psychosocial concepts that have made their way into other tests and surveys of human potential. To understand what makes EQ distinct, let's look at some of the things that EQ is not.

### What EQ Is Not

First of all, EQ isn't a measure of academic or other achievement, which concerns specific sorts of performance—as, for that matter, does a report card. It isn't a measure of vocational interest, which centers on a person's natural inclination toward or predilection for a particular field of work: vocational testing might show, for example, that you have an interest in work that involves looking after the emotional needs of others, such as psychology, social work, ministry, or counseling.

Nor is EQ the same as personality—the unique set of traits that help form a person's characteristic, enduring, and dependable ways of thinking, feeling, and behaving. Imagine someone's personality as the way he or she meets and greets the world, or as the capsule answer to the question: What is he or she like? A reply might be "Well, he's shy and thoughtful, a real straight-shooter." Or "She's kind of soft-spoken, but she's got a great sense of humor once you get to know her."

Personality is the concept most often confused with emotional intelligence, but it differs in two important ways. First, like IQ, the traits that our personalities comprise are relatively fixed. If we're by inclination honest, introverted, or loyal, we're unlikely to significantly change these characteristics, especially the older we get. As a result, people can become rather too neatly pigeonholed: witness the so-called Type A personality (hard-driving and prone to anger) versus Type B (relaxed and less ambitious). People tend to feel stuck with the hand they were dealt. EQ, on the other hand, concerns behaviors and skills—things we can always change, especially as we become more aware of which behaviors and skills contribute the most to our

success and well-being. With practice, someone can become more assertive (an EQ skill) even though the person remains an introvert or fairly cautious—both personality characteristics. Second, emotional intelligence, unlike personality, is made up of short-term tactical skills that can be brought into play as the situation warrants. Thus the individual building blocks of emotional intelligence—and its overall structure—can be improved by means of training, coaching, and experience.

## Where in the Brain Is Your Emotional Intelligence?

Although there is most likely no single point in the brain that is responsible for emotional intelligence, we are getting a better understanding of which parts of the brain may play a role. Neuroscientist Damasio (1994) proposed a theory in which a neural array in the brain called the "somatic marker" is the location for a lot of what we call emotional intelligence.

Damasio proposed that a number of sections of the brain—the ventromedial prefrontal, parietal, and cingulate areas—all contribute to emotional intelligence, as well as the right amygdala and insula. The work, based on studying people with lesions in these areas, demonstrated that they had emotional and social deficits. For example, they had problems reading social and emotional cues in other people (Damasio, 1994).

In some fascinating research carried out at the Walter Reed Army Institute of Research and McLean Hospital at Harvard Medical School, brain imaging was used in normal subjects to get a better picture of emotional functioning. The researchers, William Killgore and Deborah Yurgelun-Todd (2007), administered the EQ-i Youth Version (EQ-i YV) to 16 adolescents. They chose adolescents because that age is a prime time for the development of emotional and social competencies. Each of these teenagers was subjected to functional magnetic resonance imaging (fMRI), in which their brain waves were

carefully monitored while they were exposed to a series of fearful faces.

The researchers were able to find significant relationships between the EQ scores and brain activity. Specifically, the EQ scores were related to activity in the cerebellum and visual association cortex. The level of emotional intelligence on the EQ-i YV was inversely related to the efficiency of neural processing within the somatic marker circuitry during the emotional stimulation (Killgore & Yurgelun-Todd, 2007). Here's a quote from their study that summarizes these findings:

> During the perception of fearful faces, higher levels of EQ in adolescent children were associated with greater activity in the cerebellum and visual association cortex, as well as with decreased activity in a variety of emotion-related limbic and paralimbic regions, including the insula, cingulate, ventromedial prefrontal cortex, amygdala, hippocampus, and parahippocampal gyrus. These findings suggest that EQ in adolescent children may involve greater neural efficiency of these key emotional-processing structures and, therefore, may lead to reduced reactivity in response to emotional provocation within the somatic marker circuitry believed to mediate the integration of somatic states and cognition during decision making. (Killgore and Yurgelun-Todd, 2007, p. 149)

Interestingly, these areas of the brain are quite distinct from the areas where most of the functions of cognitive intelligence are triggered.

Another study looking at emotional intelligence and the brain focused on people undergoing temporal lobe resections, which is a surgical procedure used on people suffering from certain types of epilepsy who are not benefitting from medication. The research was carried out at Dalhousie University in Canada by Gawryluk and McGlone (2007). They administered a battery of tests to 38 patients who underwent this type of surgery in the temporal lobe area of the brain.

The EQ-i scores of patients were affected after the surgery. The EQ-i scores were also related to the patient's psychosocial adjustment, in that higher EI scores reflected better postsurgical coping in these

areas. The EQ-i scores were not differentially affected by which side of the brain where the operation occurred (Gawryluk & McGlone, 2007).

## What Are the Building Blocks of EQ?

Reuven Bar-On (1988, 1997) arrived at a way to capture emotional and social intelligence by dividing it into five general areas or realms and 16 scales. Continued research with the team at Multi-Health Systems created the current EQ-i version 2.0, shown in Figure 1.2 (Multi-Health Systems, 2011).

**Figure 1.2** Emotional Intelligence Model

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